



The High School
Leckhampton

Special Educational Needs and Disabilities (SEND) Policy

Reviewing Member of Staff: Mr Sam Matthews
Date updated: May 2023
Review Date: May 2024

Contents

Introduction	2
A. Basic Information about the School’s Education Provision	2-4
• A.1 Objectives	2-3
• A.2 Roles and Responsibilities	
• A.3 Co-ordinating and Managing Provision	
• A.4 Admission Arrangements	
• A.5 Specialised Provision	
• A.6 Facilities	
B. Information about the School’s Policies for the Identification, Assessment and Provision for all Pupils with SEND	5-9
• B.1 Allocation of Resources	
• B.2 Identification, Assessment, Provision and Reviews	
• B.3 Access to the Curriculum	
• B.4 Integration of Pupils with SEND (the wider curriculum)	
• B.5 Health & Safety Issues	
• B.6 Evaluating the School’s SEND Policy	
• B.7 Complaints Procedures	
C. Information about the School’s Staffing Policies and Partnership with Bodies Beyond the School	9-11
• C.1 Arrangements for SEND In-Service Training	
• C.2 Links with other Agencies, Organisations and Support Services	
• C.3 Partnership with Parents	
• C.4 Links with Other Schools and Transfer Arrangements	
Contacts	11
Glossary	11

Introduction

At The High School Leckhampton we recognise that pupils have individual educational needs that should be provided for appropriately. The school seeks to raise achievement, remove barriers to learning and to increase physical and curricular access for all. All pupils with SEND are valued, respected and equal members of the school. As such, provision for pupils with SEND is a matter for the school as a whole and all teachers are teachers of pupils with SEND.

A. Basic Information about the School’s Special Education Provision

A.1. Objectives

This policy is in keeping with the school’s Aims and Teaching and Learning Policy. The local Governing Body and staff of the school will ensure that all pupils enjoy a broad, balanced and relevant curriculum, which will be differentiated to meet individual needs. The

objectives of the local Governing Body in making provision for pupils with special educational needs are:

- To enable pupils with SEN and/or a disability (SEND) to maximise their achievements.
- To ensure that the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed.
- To develop learning and teaching styles that take account of the wide range of abilities, aptitudes and interests of the pupils.
- To work in partnership with parents to enable them to make an active contribution to the education of their child.
- To maximise the potential for ICT for pupils with SEND.
- To ensure successful transition for pupils with SEND.
- To take views and wishes of pupils into account.

A.2. Roles and Responsibilities

Sam Matthews is the school's Special Educational Needs & Disability Co-ordinator (SENDCo).

The named Governor for SEND is Mrs Fran Allen.

The department also employs Teaching Assistants (TAs). TAs not involved in supporting physically or sensory disabled pupils may have links with particular subject areas.

A.3. Co-ordinating and Managing Provision

The line manager for the department is Alice O'Riordan (Assistant Headteacher).

The SENDCo, in collaboration with the line manager and local Governing Body, plays a key role in helping to determine the strategic development of the SEND Policy and its provision in the school. The key responsibilities of the SENDCo include:

- Day to day operation of the SEND Policy
- Co-ordinating in-class and additional provision for pupils with SEND
- Liaising with and advising fellow teachers, including the Designated teacher for looked after children.
- Managing the Individual Learning Department staff
- Overseeing records on all pupils with SEND
- Liaising with parents of pupils with SEND
- Contributing to the in-service training of all staff
- Liaising with external agencies
- Assessment of learning difficulties and co-ordinating exam access arrangements ensuring compliance with JCQ (Joint Council for Qualifications) regulations.

Class teachers are responsible for ensuring that the needs of pupils with SEND are met in their subject, supported by their Curriculum Leads. Differentiation and provision for pupils with SEND are the responsibility of all staff.

The pastoral and learning support teams have a close working relationship and co-ordinate specialist behavioural and pastoral provision for all pupils with SEND.

A.4. Admission Arrangements

The High School Leckhampton provides for pupils with a wide range of abilities and/or difficulties. Places for children with or without a special educational need are allocated in line with the whole School Admissions Policy of the Local Governing Body.

A.5. Specialised Provision

The school does not have any specialist units.

A.6. Facilities

The Individual Learning Department is housed in a designated area within the main school building. It comprises of:

- 2 teaching rooms suitable for small groups. These are equipped with a data projector and screen, and computer access
- 4 office/1:1 teaching rooms each with computer access
- A therapy/hygiene room
- A storage area

There are ramps and handrails to help provide access to the ground floor of all buildings for those with mobility difficulties. There is a lift to provide access to the first floor. Yellow markings have been added to outdoor steps to help pupils with a visual impairment.

There are 3 ground floor and 2 first floor accessibility toilets. There is also a hygiene room and accessible changing.

Class teachers and departments play the key role in ensuring appropriate provision is made for pupils' learning needs in their subject areas. They aim to provide a range of teaching and learning experiences that is accessible to, and promotes the learning of, all pupils.

B. Information about the school's policies for the identification, assessment, provision and review process for all pupils with SEND

B.1. Allocation of Resources

The school is allocated a specific sum each year for children with learning difficulties. The funds allocated are used to pay for teaching staff, teaching assistants and resources used for learning. Pupils with special needs have access to the full range of the school's facilities. The school is provided with 'top-up' funding for pupils with an EHCP (Education, Health & Care Plan) that outlines their high level of need.

The Individual Learning Department consists of:

- The SENDCo
- Teaching Assistants

Curriculum Leads are expected to fund resources for SEND from their own budget.

The school directs funds to improve ICT resources within departments. Some departments have access to laptops for pupils who have handwriting difficulties. Very occasionally pupils are issued with individual netbooks/laptops.

B.2. Identification, Assessment, Provision and Reviews

- The staff in charge of transition from Key Stage 2 to Key Stage 3 visit all feeder schools to talk to new pupils and their teachers. At such time, information about the pupils identified as having SEND is gathered. The views of parents regarding their child's needs is also sought. The SENDCo, or a school representative attends the annual reviews of EHCP pupils in Year 5 and Year 6 prior to transfer from primary school where they are invited and to do so is practical. In exceptional cases a specific transition programme is established which may involve additional visits by a member of staff to the primary school and extra visits by the pupil to The High School Leckhampton.
- All Year 6 pupils attend a Taster Day in July. Parents are invited to share any concerns with the SENDCo during the Parents' Evening following this day. Additional transition visits and transition packs may be arranged for any pupils who are particularly anxious about transition. The SENDCo attends Advisory Teaching Service conferences to gather information from parents and primary school TAs about specific individual needs.
- All teachers are given information about pupils prior to the beginning of the new school year. This includes Key Stage 2 data and details of any learning difficulties plus advice and strategies to use with individual pupils in the classroom. This is known as the Pupil Passport. Pupil passports should also be made available to supply and cover teachers when the pupil's teacher is absent.
- On entry in September all Year 7 pupils take the NGRT Reading and Spelling Tests . These can help highlight any pupils whose special needs have not previously been recognised. Relevant results and their possible implications for classroom practice are distributed to staff. New entrants at other times of the year may also be tested if insufficient information is available from their previous school.
- Identification and assessment of need within subject areas is the responsibility of departments. A standing item on departmental agendas should be the consideration of pupils, not already identified, whose learning is a cause for concern. Where a pupil has a significantly greater difficulty in learning than the majority of children of the same age or has a disability that hinders the child from making use of the educational facilities within the school, the SENDCo must be informed. Concerns raised by subject teachers/HoH/tutors may lead to an assessment for placement on the school's Register of Concern. Appropriate support will be put in place and progress monitored.
- Parents may also refer their child to the SENDCo for assessment of apparent learning difficulties. This should preferably be done directly or via the Assistant Head (Pastoral).
- If it is thought that sufficient grounds for concern exist, an assessment will be made using a variety of methods appropriate to the pupil's presentation. Areas for concern include:
 - communication and interaction
 - cognition and learning
 - social, emotional and mental health development

- sensory or physical needs
- medical conditions
- The appropriate level of intervention is determined by pupil needs in a graduated approach which may include, for example: grouping strategies and support within the classroom; Paired Reading ; access to small group teaching; or 1-1 teaching/pastoral counselling programmes.
- For most pupils, extra help will be provided within the classroom, managed by the subject teacher in the context of the inclusive curriculum. Some additional support may be provided in the classroom by teaching assistants working in partnership.
- All pupils will have individual subject targets as determined by the departments' assessment for learning process. Pupils with SEND will also have a Pupil Passport that will highlight:
 - The pupil's strengths and difficulties
 - The teaching strategies to be used
 - The pupil's own goals and aspirations
 - The strategies the pupil will use to support their own learning
- The Individual Learning Department will maintain an individual electronic folder for each pupil on the SEND Register, or who is raised as a student of concern. This will include records of any SEND investigation that may have taken place, reports from other professionals and communication with the local authority. Provision in place and reviews of progress will be recorded electronically on edukey.

Provision is put in place at the various stages within the Register of Concern, as follows:

- ***Monitor Progress***
 - To monitor progress of Year 7 pupils who have received additional support at their primary school
 - To monitor progress of pupils who have been identified as causing concern by parents and teachers
 - To monitor the transition of some pupils who achieved their success criteria and have moved off the main SEND Register of Concern
- ***SEN Support***
 - Emphasis adaptation of activities/materials for curriculum access
 - In-class TA support may sometimes be deployed
 - Some individual programming/small group work may take place to support specific targets
 - Access to ICT and specialist equipment and materials as necessary
 - Input from outside professionals if the pupil's needs are not being met successfully within school. This may lead to a statutory assessment of need and ultimately the issue of an EHCP
 - Pastoral support/mentoring for pupils with SEMH needs by SENDCo, Teaching Assistants and other members of staff

- ***Pupils with an EHC Plan***

- Some specialist 1:1 provision may be required; potential adaptations to curriculum
 - Input/advice from external agencies
 - Likely high level of TA support in lessons and for extra-curricular activities
 - Close links with pastoral/House team
- All staff have a responsibility to make themselves aware of realistic student targets and for building planning into their teaching to help pupils achieve their targets. The school's SEND register, Pupil Passports and standardised test results are accessible to staff via the school's network.
 - The progress of pupils with SEND is reviewed regularly, often to coincide with effort and attainment reports from school and/or Parents' Evenings. Reports also highlight any further areas of concern. Progress can then be compared across the curriculum and over time. The effectiveness of the provision and the pupil's targets are reviewed at the meeting. The outcomes are recorded and provision and targets are changed, if appropriate, after discussion with the pupil and parents. Relevant information and further strategies are communicated to subject teachers and Assistant Head (Pastoral).
 - If, despite significant support and intervention, the school has evidence that a pupil is making insufficient progress we may seek further advice and support from outside professionals, such as the Advisory Teaching Service, Education Psychology Service, Social Services. These professionals are invited to contribute to the monitoring and review of progress. Pupils and parents are fully involved and kept informed about the involvement of external agencies and proposed interventions.
 - In addition to the reviews outlined in B.2.16, pupils who have an EHCP have their progress, and the support outlined in the EHCP, reviewed annually and a report is provided for the Local Authority.
 - The SENDCo is responsible for organising reviews of EHCPs. All parents of pupils with SEND are invited to attend reviews of pupil's provision and progress at review meetings or full Parents' evenings. Parents are invited to the meetings by letter/email. Meetings are arranged in school or can be held on the telephone or via Microsoft Teams. Prior to the review, parents are also requested to complete a form detailing their views and the pupil's views about progress and the support they are receiving. Parents are encouraged to ensure their child's attendance to the EHCP annual review.
 - Where a pupil is aged 16 or over their consent to involve parents in the EHCP review process will be sought, in line with the SEND Code of Practice.

B.3. Access to the Curriculum

- All pupils have the entitlement to a broad, balanced and relevant curriculum.
- All pupils with SEND are taught for most of the week with their peers in mainstream classes by subject teachers and study the appropriate curriculum.
- All teaching and support staff are aware of the need to consider the National Curriculum Inclusion Statement in their planning and teaching to strive to:

- Provide suitable learning challenges
 - Meet the pupils' diverse needs
 - Remove barriers to learning and assessment
- With the advice and the support of the SENDCo, Teaching Assistants and outside professionals, teachers strive to match the learning needs and abilities of the pupils, including those with *dual exceptionality* e.g. dyslexic with a gift or talent in a particular subject/s.
 - Teachers use a range of strategies and resources to develop the pupils' knowledge, understanding and skills.
 - Where appropriate, materials are modified and/or support is provided to enable pupils with SEND to access the learning or assessment process. Specialist and/or technical equipment e.g. laptops may also be provided for use at school.

B.4. Integration of Pupils with SEND (the wider curriculum)

In addition to the statutory curriculum, the school provides a range of extra curricular activities. Staff strive to ensure equal access to these activities for all pupils, including making reasonable adjustments for those with physical disabilities. A modified minibus is arranged to transport pupils who cannot transfer from a wheelchair.

B.5. Health & Safety

Pupils with a physical disability have individualised care plans written in consultation with them, their parents, TAs and the ATS as follows:

- Manual Handling & Risk Assessment
- Personal Care Plan
- Personal Emergency and Evacuation Plans (PEEP)
- Additional Risk Assessments for school trips
- Health & Safety in practical lessons and at unstructured times

The school is equipped with Evac chairs for assisting pupils out of the buildings in the case of fire or emergency; a mobile hoist for manual handling (tbc); and several height adjustable tables (tbc). Pupils with PD are encouraged to be independent but have the learning support centre as their central point for contacting members of the support team should they need to get hold of an adult as required.

The SENDCo arranges a rolling programme of training for all appropriate personnel.

Pupils who present with particularly challenging behaviour may have a Risk Assessment put in place so that all staff know how to prevent, and if necessary manage, those behaviours.

B.6. Evaluating the School's SEND Policy

The school, including the local Governing Body, is committed to regular and systematic evaluation of the effectiveness of its work. The SEND Policy is reviewed and updated on an annual basis.

The school employs a series of methods to gather data for analysis including:

- Observation of teaching
- Analysis of the attainment and achievement of pupils with SEND
- The views of parents and pupils at progress and review meetings
- KS3 teacher assessed levels
- Maintenance of assessment records e.g. reading and spelling ages that illustrate progress over time
- Meetings with Heads of Department, pastoral team and TAs
- Appraisal observation
- Departmental Development Plan
- School Development Plan

Following the collection of data, including SEND data, the SENDCo reports annually to The Senior Leadership Team and the local Governing Body upon the department's successes and identifies aspects for future development.

B.7. Complaints Procedures

All complaints will be treated seriously and will follow the process outlined in the school complaints procedure.

If concerns persist then the SEND Line Manager and/or Governing Body will act to mediate between the parents and the school.

C. Information about the school's staffing policies and partnership with bodies beyond school

C.1. Arrangements for SEND In-Service Training

- It is school policy to provide appropriate professional development for the SENDCo, teaching assistants and other staff according to needs identified in the School Improvement/Development Plan and as part of the staff appraisal.
- The school has close links with local SEND organisations such as PATOSS and Gloucestershire NAS. The SEND team regularly attend seminars/lectures/training events led by these organisations.
- The school supports staff for externally accredited courses e.g. diplomas, certificates etc. In-school training sessions are held for individuals, groups of staff or whole staff by the SENDCo and external agencies.
- An on-going programme of INSET for all staff is provided by the school on teacher development days.
- Training for NQTs, student teachers (GITEPS) and staff new to The High School Leckhampton is provided.
- Special needs issues are regularly covered at staff meetings, curriculum committee meetings and pastoral meetings. The SENDCo acts as an advocate for pupils with SEND

by representing their views in whole-school initiatives and focus groups including the School Development Plan.

C.2. Links with other Agencies, Organisations and Support Services

- External support services play an important role in helping the school identify, assess, make provision for and review the progress of pupils with SEND. The SEND Code of Practice emphasises the importance of multi-agency working and the contribution from education, health and care professionals.
- The school has access to an Education Welfare Officer who supports the school to maintain high attendance levels.
- The school may seek advice from the specialist Advisory Teaching Services for pupils where additional expertise is required.
- The school has a service contract with the Educational Psychology Service – they are primarily called upon to support pupils with an EHCP or a child who is moving towards a Needs Assessment.
- The school liaises with CAMHS to identify and provide for pupils experiencing social, emotional, mental health difficulties.
- The current member of staff with responsibility for child protection issues and Looked After Children is named in the Child Protection Policy.
- Appointments can also be made to see a School Nurse and a counsellor. Pupils can be referred by the pastoral team with the permission of pupils and parents.

C.3. Partnership with Parents (including carers)

- In accordance with the SEND Code of Practice, the school believes that all parents of children with SEND should be treated as equal partners. The school has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice.
- Parents will be supported and empowered to:
 - Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
 - Have knowledge of their child's entitlement within the SEND framework
 - Make their views known about how their child is educated
 - Have access to information, advice and support during assessment and any related decision making processes about special educational provision
 - Contribute to review meetings
- The school is committed to working with parents and keeping them fully informed of the school's and Local Authority procedures.

- Parents are made welcome in the school and are invited to attend such meetings as concern their child. Appointments can be made with the SENDCo for information and advice prior to transition. The SENDCo is also available at Open Evening and parents' evenings to discuss any SEND-related issues.
- In order to make communications effective the school:
 - Recognises the need for flexibility in the timing and structure of consultation meetings
 - Provides a variety of methods for parents to express their views
 - Respects the differing needs parents themselves may have, such as a disability, or communication difficulties
 - Recognises the personal investment of parents and is aware of their feelings
 - Ensures that parents understand procedures, and that they are aware of how to access the support required to prepare their contributions for discussion, well before meetings

C.4. Links with Other Schools and Transfer Arrangements

- Primary feeder schools are visited by teaching staff as part of on-going liaison and transition processes
- The Year 6 Taster Day is run on an annual basis.
- Members of the special needs team visit special schools such as Belmont School, National Star Centre etc. on a needs basis
- If a pupil transfers to another school or college, information will be transferred to the receiving school as soon as a placement has been confirmed and the information has been requested. Incoming pupils' SEND information is requested from previous schools.

Contacts

Link to Gloucestershire's Local SEND Offer:

<https://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamilies/family.page?familychannel=2>

[Link to school accessibility plan](#)

<https://www.hsl.gloucs.sch.uk/attachments/download.asp?file=309&type=pdf>

Glossary

CAMHS	Children & Adolescent Mental Health Services
EAA	Exam Access Arrangements
EHCP	Education, Health & Care Plan
GITEP	Gloucestershire Initial Teacher Education Partnership
JCQ	Joint Council for Qualifications
NAS	National Autistic Society
PATOSS	Professional Association of Teachers of students with Specific Learning Difficulties

PD	Physical Disability
PEEP	Personal Emergency Evacuation Plan
SEMH	Social, emotional and mental health
SEND	Special Educational Needs & Disability
SENDCo	Special Educational Needs & Disability Co-ordinator
SLT	Senior Leadership Team
TA	Teaching Assistant

Rights Respecting School Statement

The contents of this policy have been reviewed taking into account The High School Leckhampton's responsibilities as a Rights Respecting School. In particular, our commitment to the following articles of the Convention of The Rights of The Child:

Article 28: (Right to Education): *The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.*

Article 29: (Goals of Education): *Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to love peacefully, protect the environment and respect other people.*